

U n i v e r s i t y o f W i s c o n s i n — S t e v e n s P o i n t

S t u d e n t I n v o l v e m e n t & E m p l o y m e n t O f f i c e

**T H A N K Y O U F O R YO U R C O M M I T M E N T TO R E A D I N G !**

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What *can’t* tutors do and 2 why?

Thank you for demonstrating your commitment to reading by working with the UWSP America Reads (AR) Program.

Please take a few minutes to review this handbook. This will serve as your reference for employment policies—what tutors can and cannot do due to government regulations, payroll question contacts, expectations, the conduct policy, and more.

America Reads is about more than tutoring a few hours a week and earning some mon-

Working with Your Su- 3

pervising Teacher

ey. It’s a nation-wide effort to improve the literacy of children everywhere, and in turn,

improving the lives of children everywhere. Staff meetings, evaluations, and meetings

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with us are to strengthen you as a cohort of tutors and to constantly find ways to im- prove the service we offer to local schools.

Please feel free to contact us at any time. The success of this program is hinged on com- munication between you, me, and your supervising teacher. Good luck and have FUN!

Rika Calvin and Amanda Thielen

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Policy

America Reads Coordinators, UWSP

715.346.2174 [sieoerc@uwsp.edu](mailto:sieoerc@uwsp.edu)

A M E R I C A R E A D S P RO G R A M M I S S I O N S T AT E M E N T

The mission of the UW-Stevens Point America Reads Program is to foster and encourage personal relationships between university and community elementary-aged students in order to enhance the ability and enjoyment of reading.

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H I S T O RY OF A M E R I C A R E A D S

***Every university in the U.S.A. that participates in the work study program is required to have an America Reads program.***

In 1994, the U.S. Department of Education’s National Center for Education Statistics com- pleted one of its periodic sur- veys of student achievement and found further evidence of an alarming national prob-

lem—the inability of children to

read well.

Disparities in early reading skills lay the foundation for larger social and economic ine- qualities later in life. Former Education Secretary Richard W. Wiley says literacy is the “ball and chain” that ties peo-

ple to poverty.

Research also shows that early interventions aimed at improv- ing reading skills can produce lasting rewards. The first eight years of a child’s life are a “critically important period,” says Catherine Snow, the Hen- ry Lee Shattuck Professor of Education at Harvard Universi- ty. “Many reading problems encountered by children in mid- dle or high school could have been identified and dealt with before third grade.”

The America Reads Chal-

lenge—an initiative unveiled by the Clinton Administration in

1996—exploits this opportunity to make early investments that yield long-term rewards.

The federal government pro- vides work study funds annual- ly for college students to work as tutors in local schools with a specific emphasis on reading, writing, and vocabulary.

***These specific work requirements exist***

W H AT C AN AN A M E R I C A R E A D S T U T O R D O F O R

T E A C H E R S A N D T H E I R C L A S S RO O M S?

***because the America***

***Reads tutors are paid***

***100% by the federal government for the purpose of reading tutoring.***

Tutors can work in the

following areas (as deter- mined by the federal gov- ernment):

1. One-on-one tutoring in reading (can in- clude social studies,

phonics, English, or

other reading related

subjects).

2. Group reading or tu- toring.

3. Computer assisted reading programs.

4. English as a Second

Language projects.

5. Assisting with book

reports or reading comprehension pro- jects.

*If you are asked to do any tasks outside this list of “do’s” and “don’ts” please*

*contact Shannon immediate-*

*ly.*

W H AT A R E T U T O R S N O T A L L OW E D T O D O ?

The federal government has deter- mined that AR tutors cannot:

1. Spend a majority of their work time completing administrative tasks such as photocopying.

2. Act as disciplinarians (tutors are not trained teachers).

3. Prepare class lessons or teach in

the classroom setting.

4. Serve as lunchroom, recess, or hallway monitors.

5. Drive any students in their personal or

University vehicle.

6. Get paid for extracurricular activities such as school clubs or sports.

7. Tutor in an unsupervised area.

8. Work in any area that would violate the UWSP work study contract.

*9. As stated in the Federal Work Study Handbook, Chapter 5, volume 6, a Work Study student can tutor a child in a paro- chial school under the condition that the tutor many not use religious materials to tutor the child.*

W O R K I N G W I T H THE S U P E RV I S I N G T E A C H E R

Frequent communication with your supervising teacher is critical to the success of your tutoring position. Each school can have different ex- pectations for tutors and it is

important to understand what is expected of you.

During the first meeting with your supervising teacher, make sure the following top- ics are covered:

 Schedule—include days off and times when UWSP classes are not in

session.

 School’s Calendar— make sure you know which days the school is not in session or when the class is away on a field trip.

 Supervising Teacher’s expectations—dress code, language, how to call in sick, etc.

 Timecard submission process—process is found on page 4.

 Specific tutoring projects and issues—are there specific issues with cer- tain children in the class? What types of activities are allowed to help stu- dents?

***If you are having problems with your supervising teacher, other staff members, or the children, please do not just stop showing up for work.*** Instead, please contact Nick at [sieoerc@uwsp.edu.](mailto:sieoerc@uwsp.edu) He will discuss the problems with you and the next steps.

Discussing expectations early is the key to reducing problems with your supervis- ing teacher.

U W S P ’ S E X P E C TAT I O N S OF A R T U T O R S

1. Follow through on your commitments—this may only be a couple hours a week for you, but for the school and the children, it’s a big deal.

2. Be consistent, dependable, and responsible. If you are unable to make a tutoring session, call the school and/or teacher to reschedule.

3. Dress, behave, and speak accordingly—you are a role model to the children and you are representing UWSP.

4. Ask questions and get involved!

5. Be honest, patient, flexible, friendly, and respectful of the school, classroom, teachers, and children.

6. Be positive—remember you are making a huge difference in the lives of the children, even if some days are frustrating.

W O R K S T U DY F U N D S

**It is your responsibility to keep track of your work study earnings so you do not go over your award amount.** When your work study award is depleted, you will no longer be able to continue your employment as an AR tutor.

To calculate the number of hours you are eligible to work, use this formula:

*Award Amount / 32 (weeks in an academic year) / Hourly wage*

You can track your work study earnings and balance through the QUEST job system. Log on to QUEST at [www.uwsp.edu/centers/sieo.](https://www3.uwsp.edu/centers/CASE/) View your profile to see your balance.

**Do you have another on-campus work study job?** You must inform your other supervisor as well as SIEO of your other job. If you don’t work with both supervisors to determine the number of hours you are eligible to work, you may be released from both jobs when your work study award is depleted.

U W S P

S t u d e n t I n v o l v e m e n t

a n d E m p l o y m e n t

O f f i c e

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America Reads Coordinator

1015 Reserve St. DUC 050

Stevens Point, WI 54481

Phone: 715.346.2174

E-mail: [sieoerc@uwsp.edu](mailto:sieoerc@uwsp.edu)

Additional resources are on the web:

ww.uwsp.edu/centers/sieo

W H AT’ S N E X T ?

New tutors will not receive their tutoring assignments or be able to begin tutoring until after America Reads orientation. You should contact your supervising teacher to determine a “first day of work”. You are advised to set up a meeting with the teacher to first discuss expectations, school poli-

cies, what tutoring will be like, and the tutoring schedule before in-classroom tutoring begins.

Returning tutors can begin in early September. Returning tutors are able to begin tutoring as soon as they meet with the Supervising Teacher and agree on a work schedule.

T I M E C A R D S A N D P AY RO L L

Supervising teachers do not need to approve or sign off on your time card. You must fill out your time card on UWSP’s online time card system, People Soft/HRS. The America Reads Coordinator approves hours worked based on the tu- toring schedule submitted at the beginning of the semester. Occasionally, the AR Coordinator will contact the supervis- ing teacher to confirm you are working the actual hours reported.

Your paycheck is directly deposited and paid from UWSP. Tutors should direct all time card and payroll questions to

Jake Shearier, UWSP Student Payroll, at 346-4085 or [jshearie@uwsp.edu.](mailto:jshearie@uwsp.edu)

C O N D U C T & D I S C I P L I N A RY P O L I C Y

**Statement of Purpose:**

The purpose of this document is to define disci- plinary action steps within the America Reads work study program at UWSP.

**Actions that Constitute Disciplinary Action:**

 Unexcused absence at a staff meeting

 Unexcused absence for meetings with the America Reads coordinator or school teachers and officials

 Failure to respond to emails and/or phone calls from the America Reads coordinator or school teachers and official

 Missed tutoring shift

 Tardiness

 Failure to meet documented expectations of the America Reads coordinator, school teachers and officials, the America Reads program, SIEO, and UWSP

**The following actions will result in immediate dismissal:**

 Falsifying hours on your time card

 Disclosing confidential information or falsifying information

 Threatening, attempting, or doing bodily harm to another person

 Making false, malicious statements con- cerning other employees, supervisors, stu- dents or the University

 Use of alcohol or illegal drugs during working hours or reporting to work under the influence of such

 Possession of weapons

 Failure to clear a background check

 Working hours without work study money

**Disciplinary Steps:**

1. Verbal warning – the problem will be discussed and expectations for be- havior change will be addressed.

2. Written warning – probation and/or

a timeline will be established for behavior change. The warning is documented and will describe what action will be taken if the problem continues.

3. Termination notice – further evi- dence of misconduct will be docu- mented and the student employee will be served a termination notice

For more information about student employee rights and responsibilities, please visit the Student Employment Handbook online at [http:// www.uwsp.edu/centers/sieo/ documents/html/ employment\_handbook/index.htm](https://www3.uwsp.edu/centers/CASE/documents/html/employment_handbook/index.htm)